

The Student Success Curriculum

Topic 5: Learning Styles

It's a good idea to teach students how to spend the least amount of time getting the most amount of information. To do this, a student must analyze the way he or she approaches learning, the study environment, how information is gathered, processed, memorized and understood, and also how he or she recalls and uses information. Careful analysis may lead the student to more efficient and effective ways of learning. When students understand their learning style, they study more efficiently and are better able to take control of their educational experience.

Teaching Strategies:

Lecture

Learning Styles Evaluation

Group Discussion

Study Space Evaluation

Time Frames

The implementation time for this material is approximately forty-five minutes. This material can easily be paired with Topics 2, 3, or 4.

Instructor Preparation

- ✓ Read Topic 5: Learning Styles in the *Student Success Guide*.
- ✓ Complete the Learning Styles Inventory (Worksheet 5-1) to understand how it is designed.
- ✓ Review the PowerPoint slides side by side with the lecture outline for Topic 5.
- ✓ Review the homework assignment for Topic 5 and decide if it will be used with students.

Resources

- ✓ Locate and read any of the following resources to support an understanding of the topic.
- ✓ *Learning Styles Perspectives: Impact in the Classroom* by Lynne Celli Sarasin. Atwood Publications.
- ✓ *Peak Learning* by Ronald Gross. Tarcher Publishers.
- ✓ *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* by Harvey Silver, Richard W. Strong, and Matthew J. Perini. Association for Supervision and Curriculum Development.

Supplies & Equipment

- ✓ *Student Success Guides* (one per student)
- ✓ Homework assignments (one per student—optional)
- ✓ Whiteboard and markers, or chalkboard and chalk
- ✓ LCD/DLP projector, laptop, and PowerPoint presentation, or printed overheads and an overhead projector

Learning Objectives

After reading Topic 5 and completing the worksheets associated with this topic, each student will:

- ✓ Identify his or her personal learning preferences.
- ✓ List three strategies for gathering information based on his or her preferred learning style.
- ✓ Describe two changes that might be made to the home study area to make it more conducive to learning.
- ✓ Describe one method for identifying an instructor's learning and teaching style.
- ✓ Explain three strategies for coping with an instructor whose teaching style is different from the student's own learning style.

Tip!

Regularly relate classroom activities to the learning style that best matches that activity. For example, if the activity uses kinesthetic skills, identify the activity as kinesthetic.

Lecture Outline

This lecture outline is meant to be used in combination with the *Student Success Guide*, *Massage Year Planner*, and the PowerPoint slides included with this teaching kit. The information in this lecture/activity follows the information presented in the *Student Success Guide* with page numbers of the associated materials provided to the right of the heading in parentheses. Instructors are encouraged to add or delete slides and information as they deem appropriate to meet the particular needs of their student groups. The PowerPoint slides can be shown with an LCD projector or printed onto transparencies for overheads.

Slide 1: Title Slide

Introduce the topic (Learning Styles) and direct students to page 50 in their *Student Success Guide*. Ask students to share some of their study strategies and lists these strategies on the board.

Slide 2: Goals of this Lecture/Activity

The goals of this lecture and activity are to identify each student's predominant learning style and determine the best strategies for gathering and retaining information.

Slide 3: Learning Styles Defined (p. 50)

Define the term *learning styles* and list the benefits of understanding your own learning style.

Slide 4: Overview of Basic Learning Styles (p. 50)

Overview the basic learning styles and emphasize that everyone uses each type of style sometimes. People tend to have one predominant style. Return to the study strategies that have been listed on the white board and place a V for visual, A for auditory, and K for kinesthetic next to each strategy.

Slide 5: Learning Styles Inventory (p. 51)

Ask students to complete Worksheet 5-1 to identify their primary learning preference.

Slide 6: Visual Learners (p. 52)

Ask the students who are visual learners to raise their hands. Ask them to describe how they currently take in and process information. Ask them to describe classroom activities that are difficult for them (i.e., taking verbal direction, an instructor who lectures without overheads, etc.) Discuss the study tips for visual learners.

Slide 7: Auditory Learners (p. 53)

Ask the students who are auditory learners to raise their hands. Ask them to describe how they currently take in and process information. Ask them to describe classroom activities that are difficult for them (i.e., difficulty with written direction on homework assignments, etc.) Discuss the study tips for auditory learners.

Slide 8: Kinesthetic Learners (p. 54)

Define the word *kinesthetic* and ask the students who are kinesthetic learners to raise their hands. Ask them to describe how they currently take in and process information. Ask them to describe classroom activities that are difficult for them (sitting still to listen to lectures etc.) Discuss the study tips for kinesthetic learners.

Tip!

Regularly give students ideas for different ways to approach classroom material in study sessions.

Slide 9: Study Space (p. 50–54)

Discuss the different study space environments that suit different learning styles. Ask students to describe their perfect study space. Write aspects of good study spaces (i.e. natural lighting, no TV, spacious, good chair, etc.) on the board.

Slide 10: Your Instructor’s Teaching Style (p. 55)

Explain the reasons why students would want to identify their instructor’s learning style and discuss the idea that students are most comfortable in classes where they share the learning style with the instructor. Ask students to brainstorm solutions to these scenarios:

A. The instructor’s learning style is visual and the student’s learning style is auditory. What can the student do to ensure he or she gets the information successfully?

Tip!

Seek to include strategies for all learning styles in curriculum design and lesson planning. Evaluate the needs of each group of students and plan activities that best match the group's combined learning style.

B. The instructor's learning style is kinesthetic and the student's learning style is visual. What can the student do to ensure he or she gets the information to be successful?

C. The instructor's learning style is auditory and the student's learning style is kinesthetic. What can the student do to ensure he or she gets the information to be successful?

Alert students to the Worksheet 5-2 and explain that they can use this worksheet to identify the learning style of an instructor. Describe your own learning style and the methods you use to help students get the information they need.

Slide 11: Learning New Styles (p. 57)

Many classroom activities require a student to work in learning styles other than his or her predominant skill set. While students will want to keep their preferred style in mind when they study, they will also want to build new skills. In fact, practicing techniques from all learning styles builds overall capacity, flexibility, comprehension, and success.

Slide 12: Process Learning Styles

To conclude the lecture, ask students to describe how they feel about learning styles. Did they learn new study strategies? Did this learning help them identify that different students have different learning needs? How will this learning change the way they approach homework assignments?

Homework: Your Study Environment

Introduction: A comfortable study environment supports a student’s willingness and ability to conduct meaningful study sessions. In this homework assignment, students evaluate their current study environment and make what changes they can to improve the function and esthetic of their study space.

Item/Description	Evaluation of the Current Condition	Change	Evaluation of the Space After the Change
Lighting			
Desk			
Chair			
Organization/ Storage			
Distractions			
Ventilation/ Temperature			
Other Comments			

Learning Styles Milestones Checklist

Name: _____

Date: _____

0 = The student does not have this skill.

1 = The student sometimes demonstrates this skill.

2 = The student almost always demonstrates this skill.

0	1	2	
			Uses study strategies that are suggested for his or her particular learning style.
			Demonstrates interest in different teaching methods and relates those methods to learning styles.
			Enjoys creating a study space that is conducive to the completion of effective study sessions.
			Demonstrates empathy towards fellow students with different learning styles and shows patience with classroom activities that require use of a different style.
			Adapts readily to different teaching styles and takes ownership of his or her educational experience.